

# ANNUAL INDIANA ADVANCED PLACEMENT PERFORMANCE REPORT

4/4/2012

Indiana Department of Education:

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# OVERVIEW OF AP IN INDIANA, 2011

## Participation and Success

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Advanced Placement (AP) is a research-backed method to facilitate student participation and success through delivery of college-level courses and corresponding exams in the high school setting to qualified high school students. Students who demonstrate success in AP courses are predicted to outperform their peers who do not take or have not had success in these courses. The current research suggests passing/qualifying on an exam (scoring a 3, 4, or 5 on a scale of 1-5) is predictive of greater college success.<sup>1</sup> The Indiana Department of Education (IDOE) has committed to expanding **participation and success** on AP exams in order to have the highest percent of college-educated citizens in the United States.

The College Board collects individual student-level AP performance data throughout each student's secondary school experience. Using that data, the College Board publishes an annual "AP Report to the Nation" that provides individual state performance levels which may serve as comparative data. Associated with the research, the most important data presented is the number of graduates for the published year who passed an AP exam at some point during their high school career; the IDOE refers to this as the College Board Metric (CBM). According to the report for 2011, **Indiana ranks 26th (tied with Alaska) in the nation in terms of AP performance; 14.0% of 2011 Hoosier graduates passed an AP exam during high school** (using CBM). Maryland finished 1<sup>st</sup> with an achievement mark of 27.9%.

The formula for improving outcomes in Indiana on AP coursework must include an increase in both **participation and success** – more students, in all demographics, participating in AP coursework and the corresponding exam, and a greater percentage of those students passing the AP exam. The IDOE goal is to have 25% of Hoosier graduates earn college credit through AP, IB or dual credit at some point in their high school career; achieving this metric would place Indiana among the top performing states in the nation. The AP Annual Performance Report includes an action plan to reach this goal.

**The following report contains information and/or analysis on each of the following items:**

- (1) 2011 Indiana AP growth compared to the 2011 national average AP growth
- (2) 2011 Indiana AP growth compared to the 2010 Indiana AP results
- (3) Current trends in Indiana's AP course participation and passage rates
- (4) 2011 State and Federal funding for Advanced Placement and PSAT programs
- (5) An explanation of the "AP Potential" tool and the statewide analysis of Indiana's "Potential" for greater success in AP
- (7) AP Teacher and Educator Training
- (8) The IDOE AP Action Plan

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<sup>1</sup> *College Outcomes Comparisons by AP and Non-AP High School Experiences*. Hargrove, L., Godin, D., & Dodd, B. (2008) New York: The College Board

## **The major findings in the report:**

*In 2011:*

- 13.4% of all Indiana public school graduates passed an AP exam during high school (CBM is 14%)
  - Sixth consecutive year that Indiana's rate has improved
- Since 2008 the number of graduates who passed an AP exam has increased by more than 40%
  - The number of graduates who took an AP exam has increased by more than 60%
- Overall 61% of public high schools improved the percent of graduates who passed an AP exam from 2010 to 2011
  - Includes 15 schools that improved by 10 percentage points or more
- 25 public schools met or surpassed the 25% benchmark (up from 21 in 2010)
- Indiana had the 5<sup>th</sup> highest one year gain in AP success in the nation (tied with Florida)
  - States with higher one year gains: Connecticut, Massachusetts, New Hampshire, Virginia
- Indiana had the 2<sup>nd</sup> highest two year gain in AP success in the nation
- The largest gains in participation and success were exhibited by African American students, Hispanic students and American Indian students.
- 16.8% increase in the number of exams passed (score of 3 or higher) (27,188 total exams passed), compared to 7.6% increase nationally.
- Indiana's increase in percent participation and exams passed outpaced the national increase in all defined subgroups (with one exception of Asian students).
- Indiana administered 60,512 exams to 38,418 students

*Indiana has the Potential to have:*

- 57,923 more passing exams - when combining expectancies in Calculus AB, English Language and U.S. History (most commonly administered exams).
  - This total would represent a 98% growth in the actual number of exams passed in 2011.
  - 24,422 more English Language passing exams
  - 28,688 more Calculus AB passing exams
  - 28,001 more US History passing exams

## **The policy implications for AP in Indiana:**

Indiana is significantly outpacing the national average growth in student participation on AP exams but its exam passage rate growth by comparison is not keeping pace. The participation gap for minorities in Indiana is closing.

According to the comprehensive study in Texas<sup>2</sup>, students earning a "2" (a score not considered a passing score) are still predicted to outperform their peers in college who did not take an AP course. Scores of "2" are not qualifying scores but they provide post-secondary value. The increase of the number of exam scores from "2" to "3" could have a major impact on the overall qualifying rate for Indiana graduates. The number of students earning a "1" is reason to further evaluate each AP school-level program.

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<sup>2</sup> From Texas Higher Education Coordinating Board and the University of Texas at Austin: assessed the college success of every Texas public school student who entered a Texas public college or university from 1998-2002.

The highest percentage of “1”s is on the following math and science exams, each of which is paid for by the state:

**Environmental Science – 48.3%**

**Biology – 59.8%**

**Chemistry – 52.7%**

**Calculus AB – 52.5%**

This does NOT necessarily imply that these students should be removed from those courses or discouraged from taking the exams. AP success insists on quality K-12 instruction; not the AP course alone. Vertical Teaming and curricular alignment within districts is imperative for AP success. The Summary of Answers and Skills Tool, given to all schools that administer the PSAT, also assists with skill development by grade level for optimal curricular alignment.

If all secondary schools in Indiana had utilized AP Potential and ushered in the appropriate number of students into the aforementioned three AP classes, the state *could have* expected a 98% growth in the actual number of exams passed in 2011. The expected growth could have been even higher if all other subject areas were included in the analysis.

The percentage of scores of “2” on several AP exams are worthy of further evaluation. Given professional development and further vertical alignment of curriculum, these scores of “2” could be potential “3’s” or qualifying scores in the future:

**English Literature – 42.4%**

**English Language – 31.1%**

**Comparative Government and Politics – 32.1%**

**United States History – 28.8%**

In order to be one of the top performing states in the nation, measured by the number of high school graduates passing an AP exam at some point during their high school career, Indiana must:

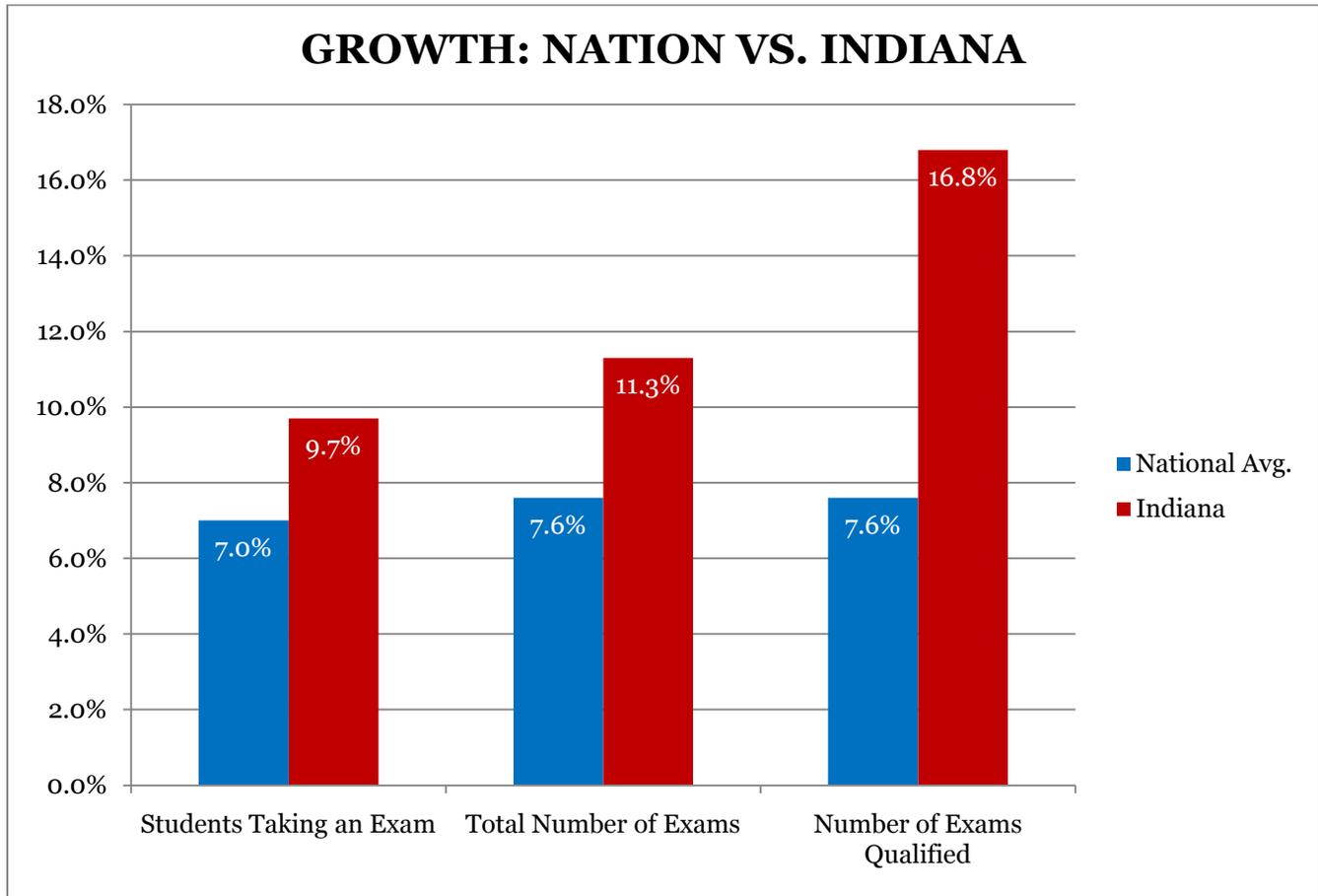
- (1) Continue the significant increase in student participation growth rates on exams for all subgroups, effectively closing the participation gap while providing increasing opportunities for all Hoosiers.
- (2) Significantly increase individual student pass rates on exams for all identified subgroups.
- (3) Dramatically increase individual student pass rates on exams for males, African Americans, & Asians.
- (4) Provide better, more frequent training for current and new AP teachers.
- (5) Provide training for vertical teams within AP content areas
- (6) Provide training for all schools on the tools of the PSAT (AP Potential, Summary of Answers and Skills, My College Quickstart, Skills Insight)
- (7) Recruit additional high-quality math and science teachers and provide effective AP training.
- (8) Provide more rigorous math and science classes to students before they enter AP courses.

(9) Ensure that more students take the PSAT.

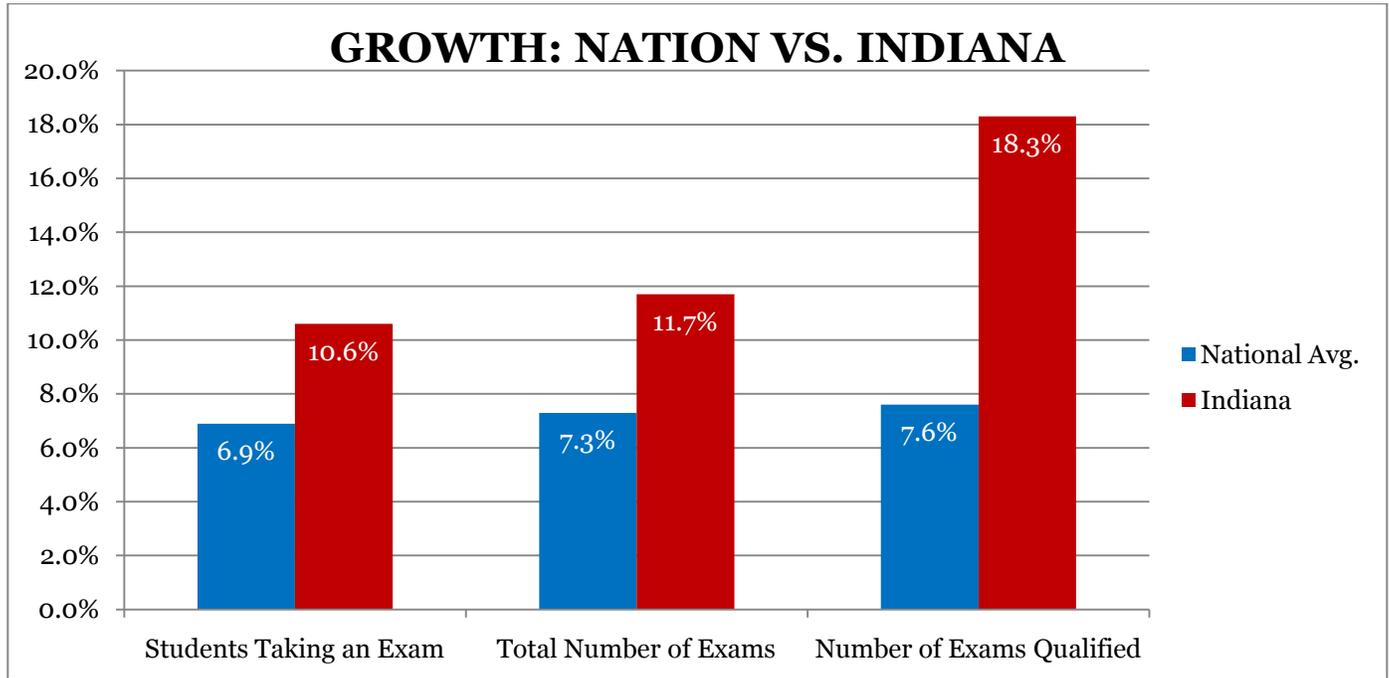
(10) National Math and Science Initiative's (NMSI) AP Teacher Training and Incentive Program (AP TIP) Federal "i3 Grant" in Indiana – starting in 2012-2013.

2011 INDIANA ADVANCED PLACEMENT  
GROWTH:  
*COMPARED NATIONALLY*

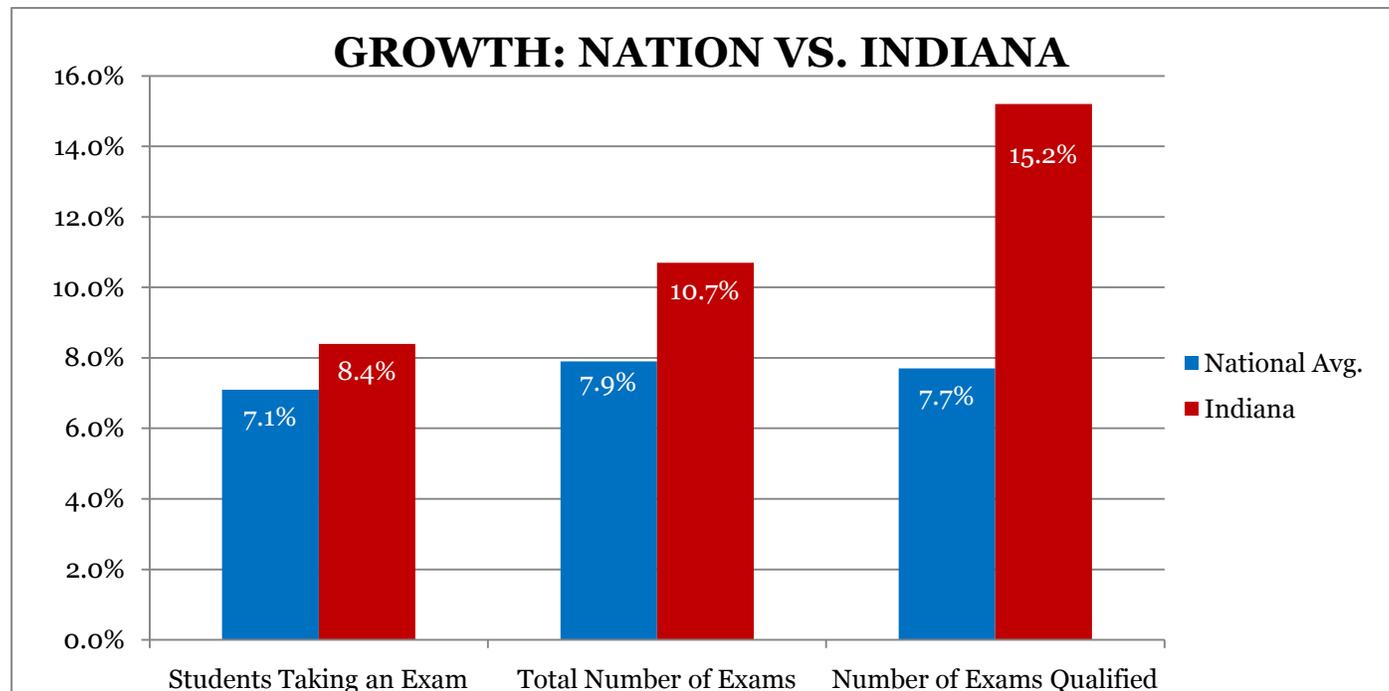
# 2011 INDIANA AP GROWTH COMPARED NATIONALLY: *ALL STUDENTS*



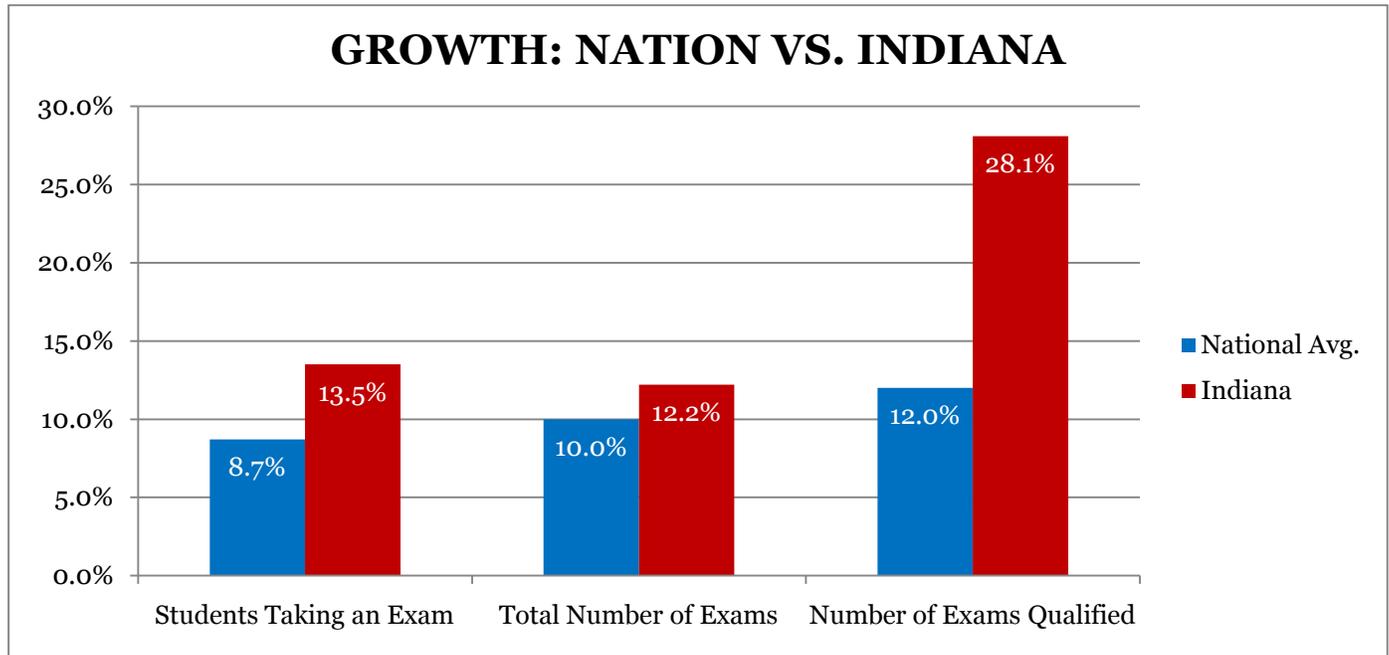
# 2011 INDIANA AP GROWTH COMPARED NATIONALLY: *FEMALE STUDENTS*



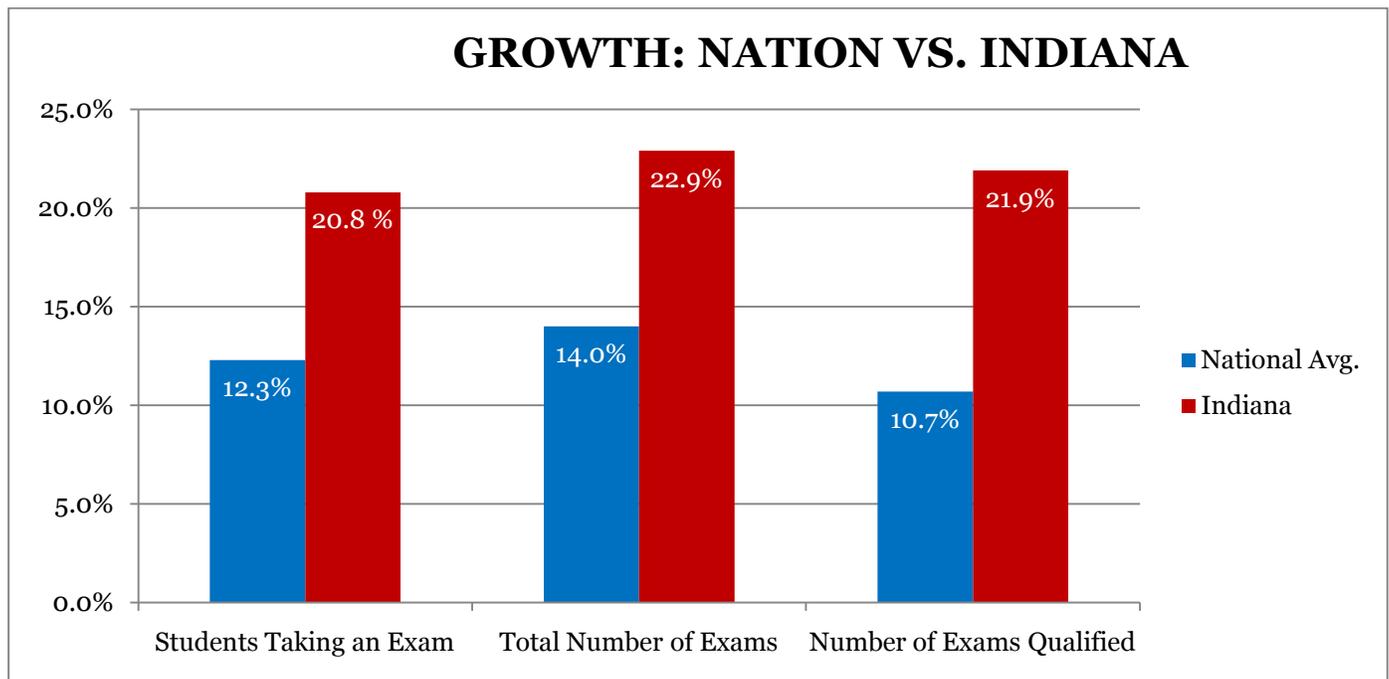
## *MALE STUDENTS*



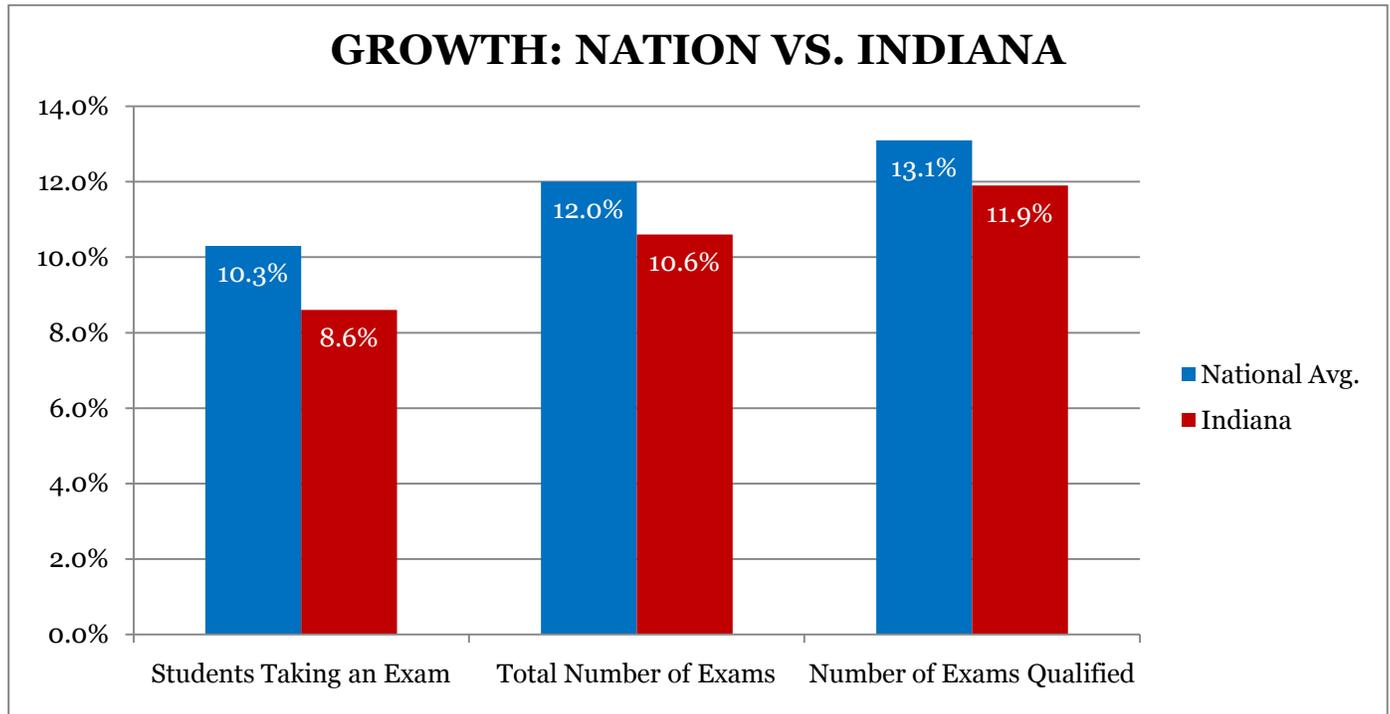
# 2011 INDIANA AP GROWTH COMPARED NATIONALLY: *AFRICAN AMERICAN STUDENTS*



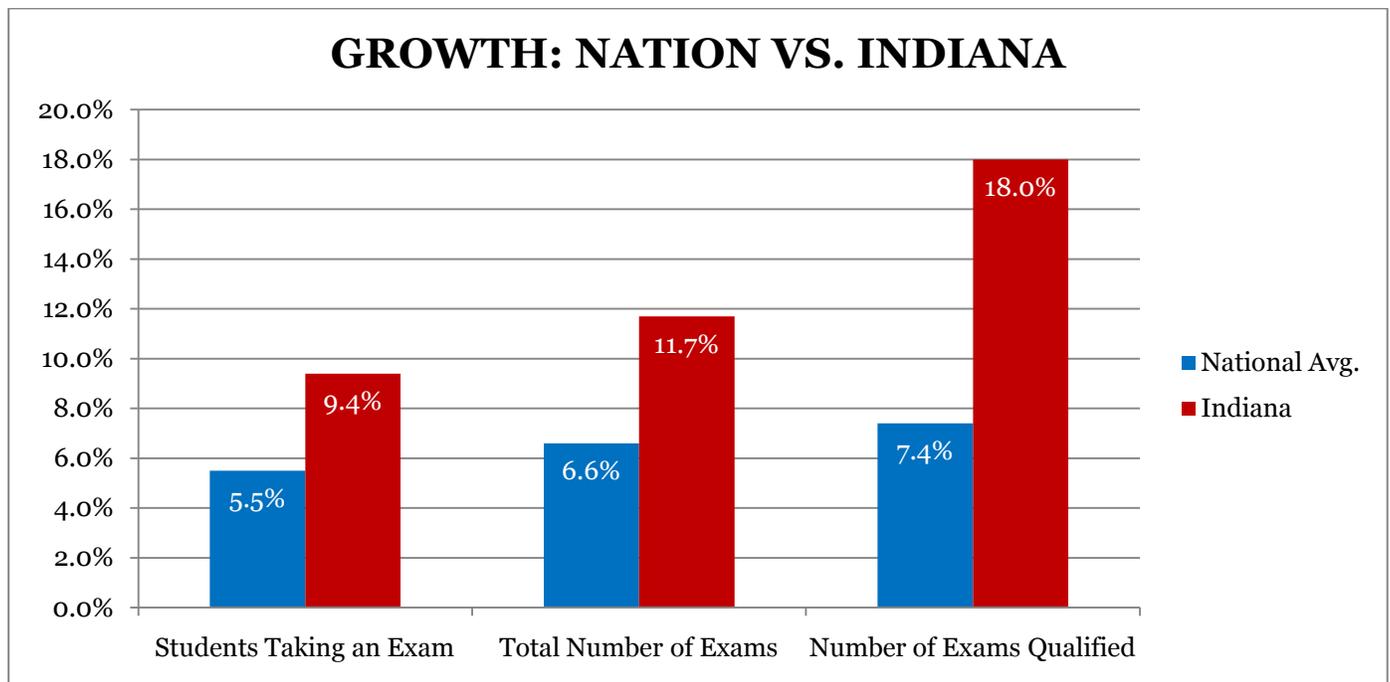
## *HISPANIC STUDENTS*



# 2011 INDIANA AP GROWTH COMPARED NATIONALLY: *ASIAN STUDENTS*



## *WHITE STUDENTS*



# 2011 INDIANA AP GROWTH COMPARED NATIONALLY: *DATA EVIDENCE & IMPLICATIONS*

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## *The Data Shows:*

Indiana **significantly outpaced** the national average growth across most identified subgroups in AP:

- for individual student **exam participation**
- for total number of **exams taken**
- for the total number of AP **exams qualified in all subgroups**

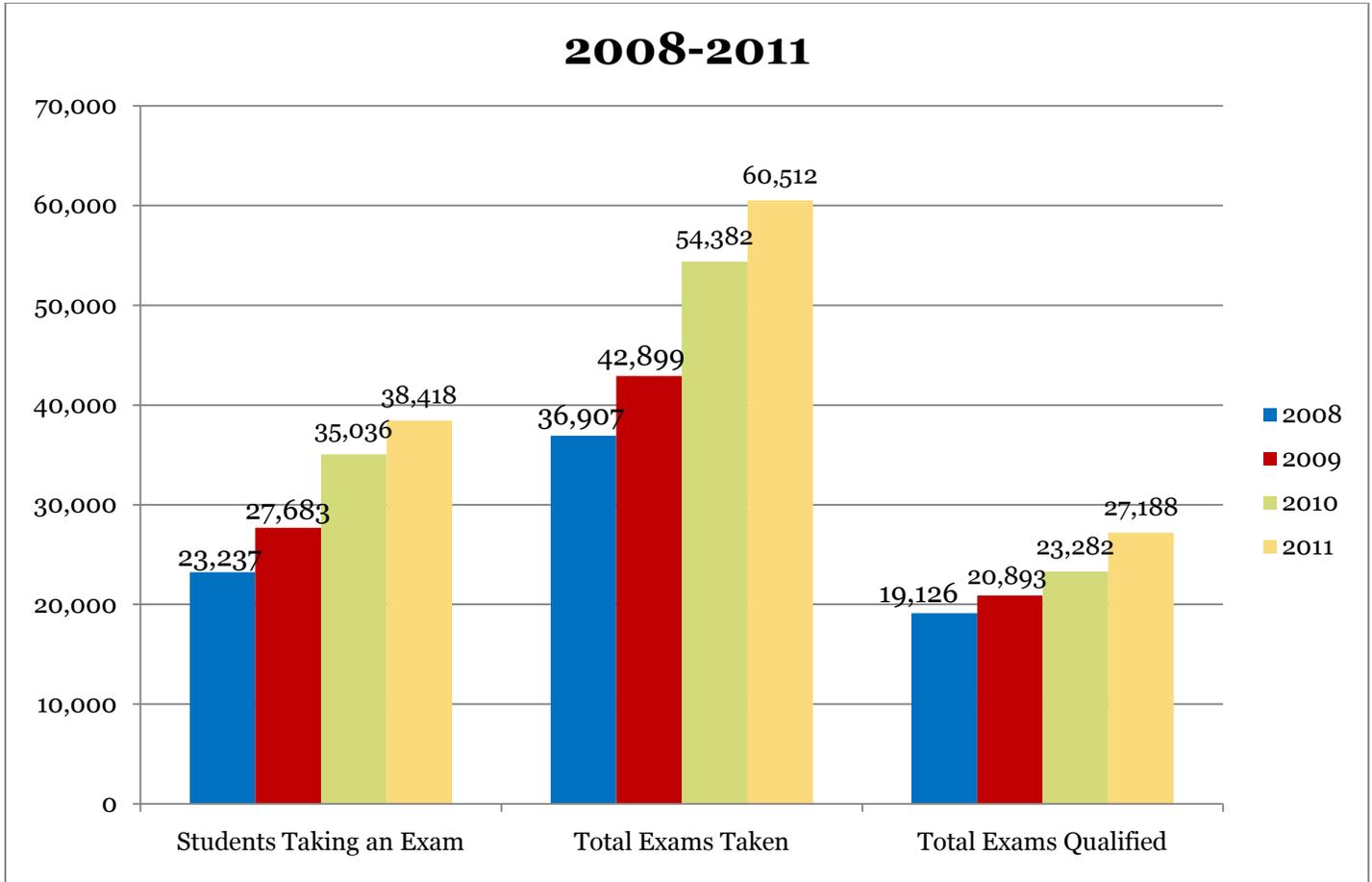
## *Policy Implications:*

Unlike previous years, growth in the number of qualifying scores (3-5) on AP exams in Indiana is outpacing the participation growth in most identified subgroups. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates qualifying on an exam at some point during their high school career, Indiana must:

- (1) Continue the significant increase in student participation growth rates on exams across all identified subgroups.
- (2) Utilize the AP Potential™ tool to identify underrepresented students who may find success in AP coursework.
- (3) Eliminate any barriers, real or perceived, to entrance to AP courses or exam participation
- (4) Significantly increase individual student qualification rates on exams for all identified subgroups
- (5) Continue to provide professional development opportunities for AP and PreAP teachers.

2011 INDIANA ADVANCED PLACEMENT  
GROWTH:  
***COMPARED TO 2010 INDIANA GROWTH***

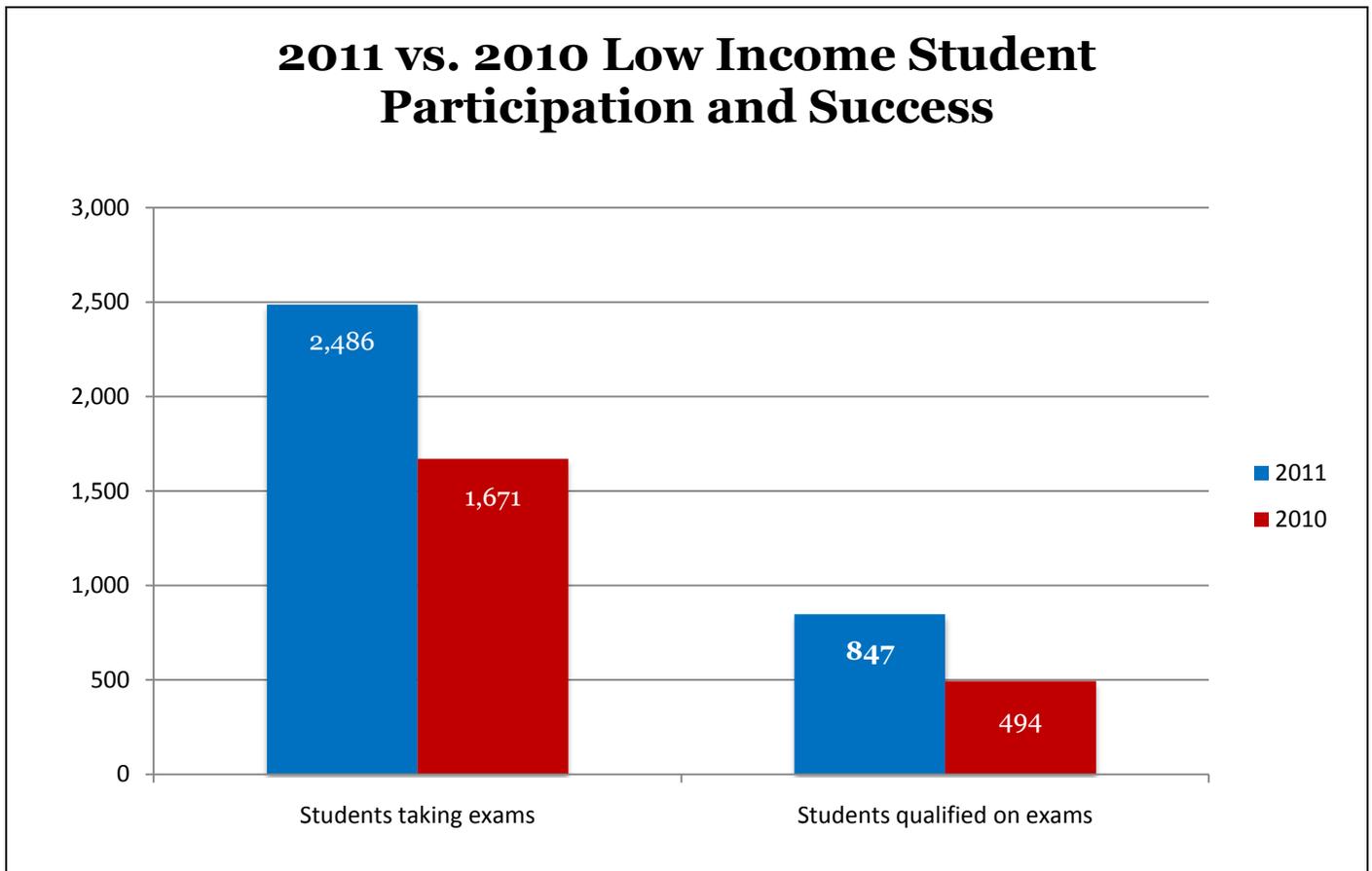
# FOUR YEAR INDIANA AP GROWTH



Summary Findings Comparing 2011 results to 2010 (one year growth):

- (a) **3,382 exams/9.7% increase in the number of students taking an AP exam**
- (b) **6,130 exams/11.3% increase in the number of total exams taken**
- (c) **3,906 exams/16.8% increase in the number of exams qualified**

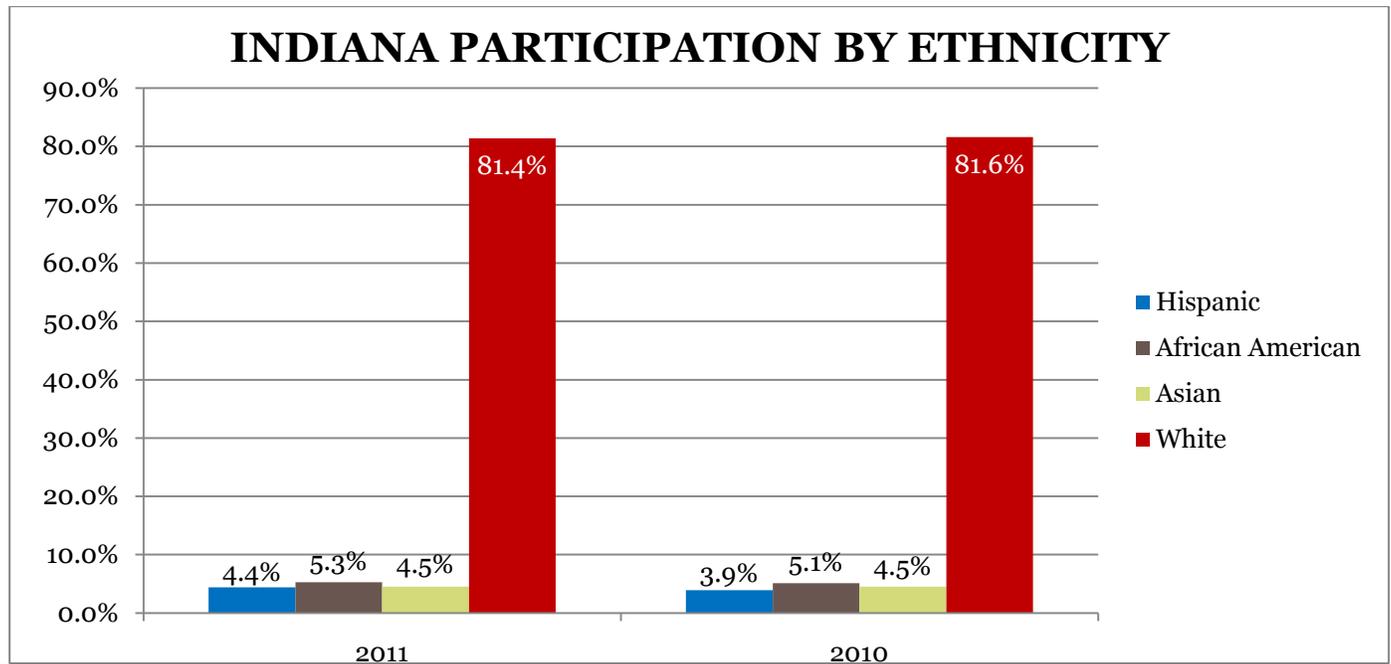
# INDIANA 2011 AP PARTICIPATION GROWTH AMONG *LOW INCOME STUDENTS*



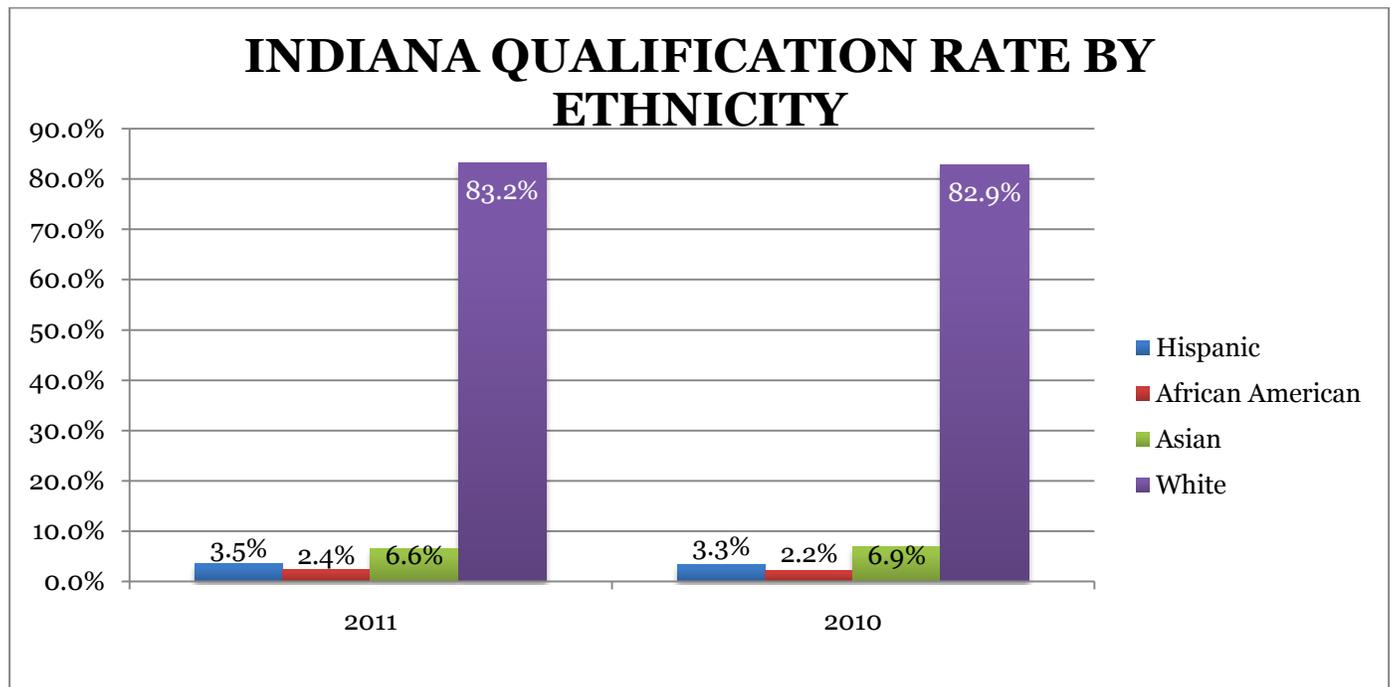
## Summary Findings:

**Although an increasing number of low income students are taking and qualifying on AP exams, the rate is not equal that of the general population – 46% of all students qualify as low income; only 9.1% of all qualifying AP exam scores in 2011 were from students of low income.**

# INDIANA 2011 AP EXAM PARTICIPATION: MEASURED AS THE NUMBER OF STUDENTS TAKING AN EXAM- *ETHNICITY*



# INDIANA 2011 AP QUALIFICATION RATE: QUALIFYING SCORES BY ETHNICITY



# 2011 INDIANA AP GROWTH COMPARED TO 2010: ***DATA EVIDENCE & IMPLICATIONS***

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## *Policy Implications:*

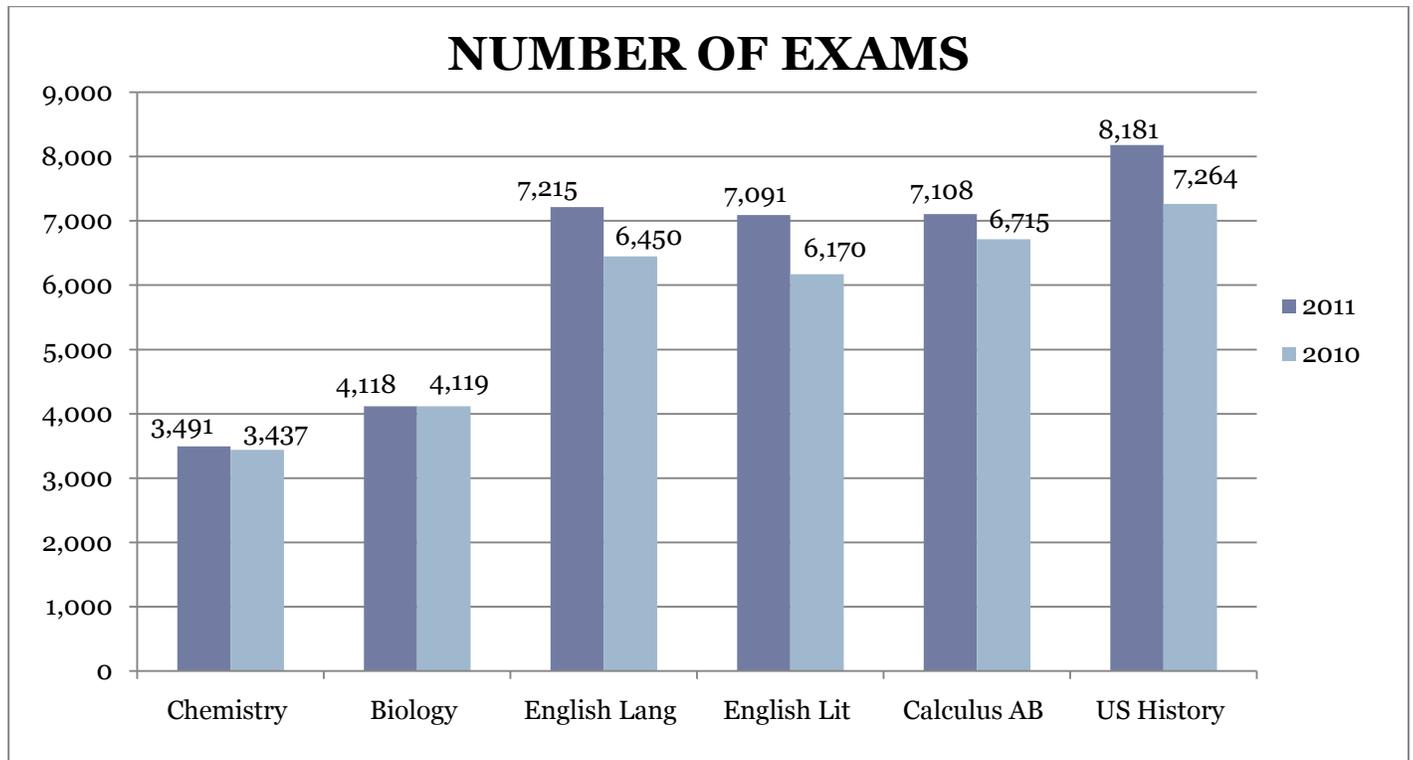
Indiana improved the number of students participating and passing AP exams in 2011. It also slightly narrowed the achievement gap for African American and Hispanic students in participation. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates passing an exam at some point during their high school career, Indiana must:

- (1) Continue the significant increase in student participation growth rates on exams across all identified subgroups. This includes opening course enrollment policies for all students at all schools.
- (2) Significantly increase individual student qualification rates on exams for all identified subgroups.
- (3) Continue to encourage exam participation and success among minority students using targeted, measurable practices to encourage participation and success among these groups.
- (6) Improve the number of African American and Hispanic students qualifying on exams.
- (7) Eliminate all barriers, real and perceived, to course enrollment and exam participation.

TRENDS IN SUBJECT AREA PERFORMANCE:  
***INDIANA***

# 2011 & 2010 Most Taken Advanced Placement Exams: *Indiana*

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## Summary Findings for 2011 AP exam participation:

- (1) The total number of exams for the six subjects represents 37,204 of 60,512 (**61%**) all exams taken
  - (2) Chemistry, Biology and Calculus AB exams are covered by the state for all public and non-public, state-accredited school students
    - (a) Indiana covers all other math & science exams: Calculus BC, Statistics, three different Physics exams, and Environmental Science
    - (B) In 2011, Free & Reduced Lunch students have all non-math/science AP exams funded by a federal grant that are not covered by Indiana
  - (3) In 2011, there were 34 subject exams in total for AP.
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# Trends in Indiana AP Performance

The AP Program periodically conducts college score comparability studies in all AP subjects. These studies compare the performance of AP students with that of college students in the courses for which successful AP students will receive credit. In general, the AP composite score cut-points are set so that the lowest composite score for an AP score of 5 is equivalent to the average score for college students earning scores of A. Similarly, the composite scores for AP scores of 4, 3, and 2 are equivalent to the average scores for students with college scores of B, C, and D, respectively. Students who earn AP Exam scores of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam scores are equivalent to a college course score of "middle C" or above. (Source: College Board)

AP exam scores are thus translated,

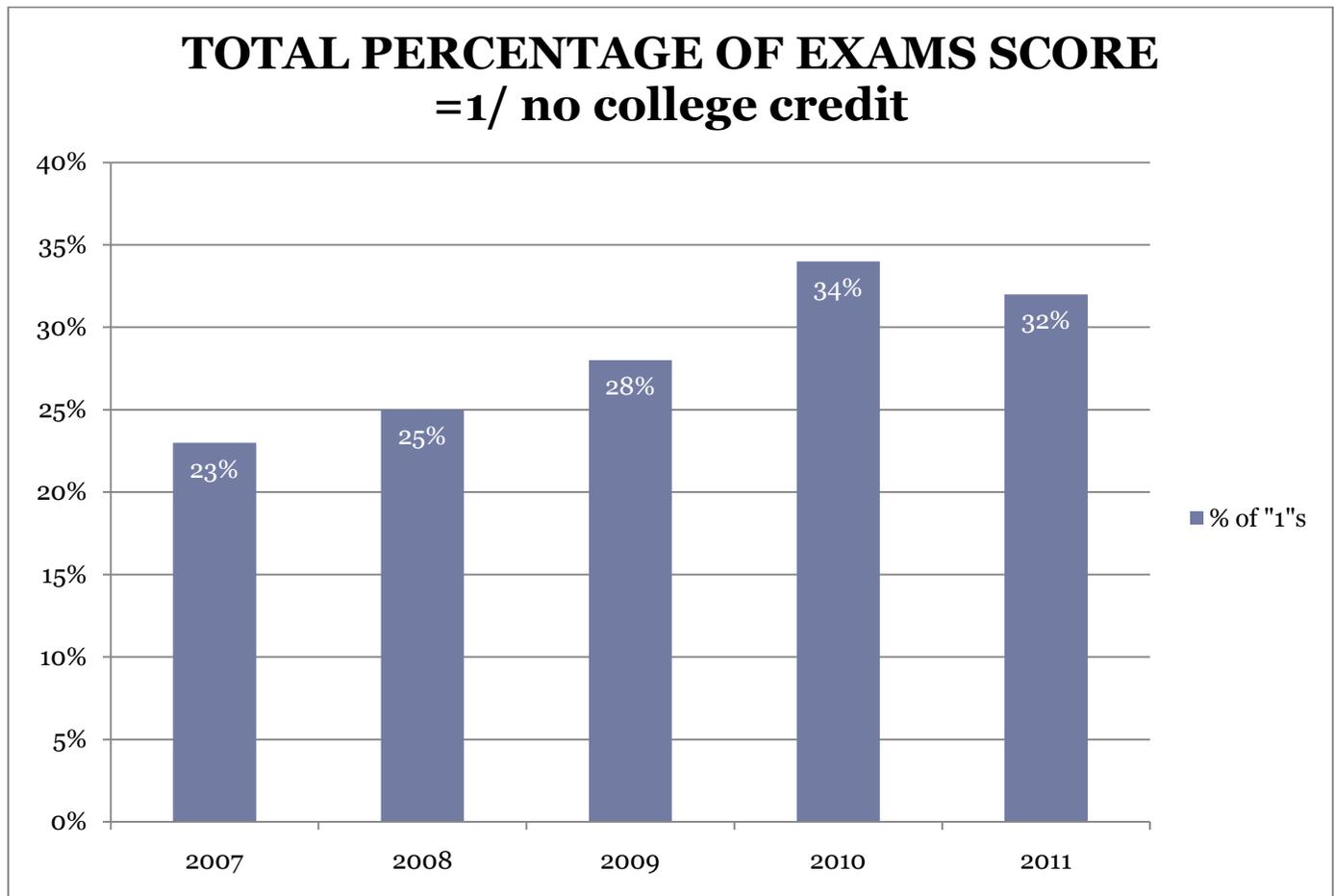
5 = A/ extremely well qualified to receive college credit and/or placement

4 = B/ well qualified to receive college credit and/or placement

3 = C/ qualified to receive college credit and/or placement

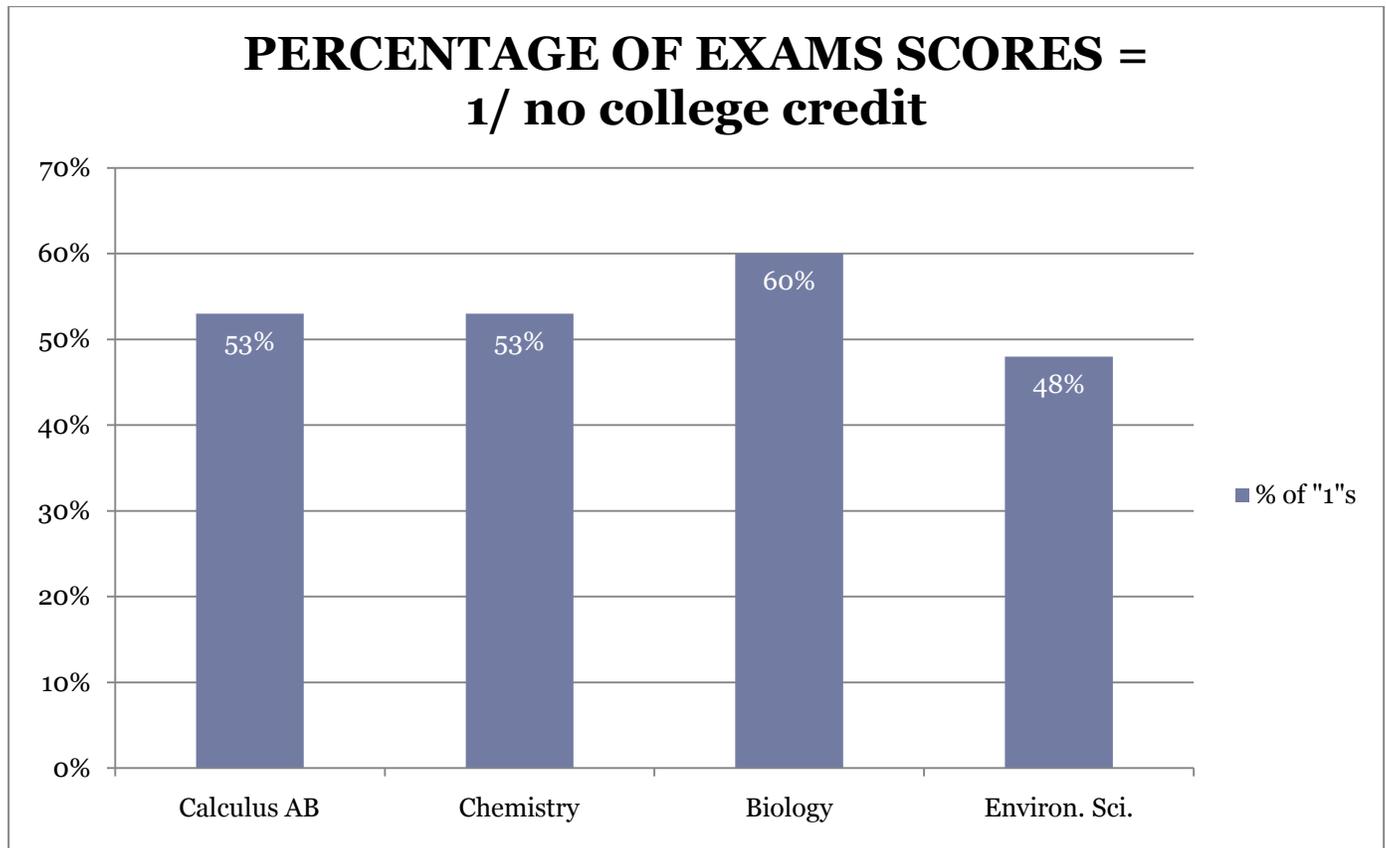
2 = D/ possibly qualified to receive college credit and/or placement

1 = F/ no recommendation for receiving college credit and/or placement



## AP Subject Area Trends: *Math and Science AP exams*

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Significant gains were made in Environmental Science; in 2010, 56% of all Environmental Science exam scores were “1” compared to 48% in 2011.

Calculus AB, Chemistry and Biology demonstrated very little change in performance.

# TRENDS IN SUBJECT AREA PERFORMANCE FOR INDIANA: *DATA EVIDENCE & IMPLICATIONS*

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## *The Data Shows:*

- (A) Biology, Chemistry, Calculus AB, English Language, English Literature and U.S. History are the exams most taken by Indiana students
- (B) The percentage of students earning “1”s across all subject areas has increased since 2007.
- (C) Subjects with the highest percentage of students earning a “1” are:
  - (1) Calculus AB
  - (2) Chemistry
  - (3) Biology
  - (4) Environmental Science

## *Policy Implications:*

Indiana is dramatically improving the number of students participating in AP exams and is also striving to keep pace with the qualification rate. According to the complete Texas study, students earning a “2,” a score not considered a qualifying score, are still predicted to outperform their peers in college that did not take an AP course; scores of “2,” while certainly not preferred, are not as concerning as the percentage of scores of “1”. The highest percentage of “1”s is on four math and science exams, each of which are paid for by the state. This does NOT imply that these students should be removed from those courses and exams; it does imply that they and their teachers need to be better prepared. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates qualifying on an exam at some point during their high school career, then Indiana must:

- (1) Provide on-going training for current AP math and science teachers
- (2) Recruit and train more quality AP math and science teachers
- (3) Provide more rigorous math and science classes to students before they enter AP courses; and align curriculum for optimal AP course preparation.
- (4) Encourage schools to align early high ability programs to AP course prerequisites.

# ADVANCED PLACEMENT FUNDING

# CURRENT STATE FUNDING

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## ADVANCED PLACEMENT PROGRAM

\$953,284 (2009-2010)

\$953,284 (2010-2011)

The above appropriations for the Advanced Placement Program are to provide funding for students in accredited public and nonpublic schools to take math and science AP exams. The cost to IDOE is \$79 per exam.

*Result: The 2010-2011 appropriations have been expended entirely on AP math and science exams for 11<sup>th</sup> and 12<sup>th</sup> grade test takers from accredited public and nonpublic schools. This covered 18,535 exams, which was 31% of the total number of exams taken in 2011.*

## PSAT PROGRAM

\$717,449 (2011-2012)

\$717,449 (2010-2011)

The above appropriations for the PSAT program are to provide funding for 10<sup>th</sup> grade students to take the PSAT in accredited public and nonpublic schools. The cost to IDOE is \$13 per exam.

*Result: The 2011-2012 appropriations have been expended entirely on PSAT exams for 10<sup>th</sup> grade test takers from accredited public and nonpublic state-accredited schools. This funded the costs of 65,867 exams (77% of students enrolled in grade 10).*

# CURRENT FEDERAL FUNDING

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## ADVANCED PLACEMENT TEST FEE PROGRAM

(A) Provides supplemental AP exam fee funding for qualified Free and Reduced Lunch students

(B) In Indiana, these funds pay for all non-math & science exams taken by identified Free and Reduced Lunch students in 2011.

*Result: In 2011, \$392,217 was expended for non-math & science exams taken by Free and Reduced Lunch students spanning grades 9-12 from accredited public and nonpublic schools. This covered 6,881 exams, which was 11% of the total number of exams taken in 2011.*

### Summary:

**(A) The state of Indiana along with the Federal Government paid for 42% of AP exams in 2011**

**(B) The state of Indiana paid for 100% of PSAT exams taken by 10<sup>th</sup> graders in 2011**

# INDIANA'S ADVANCEMENT PLACEMENT POSSIBILITIES BASED ON AP POTENTIAL

# AP Potential<sup>3</sup>

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## **Overview:**

AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP Exam. Based on research that shows strong correlations between PSAT scores and AP Exam results, AP Potential is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked.

## **Guidelines for Proper Use**

According to College Board research published in 1998 and 2006, PSAT/NMSQT scores are useful in identifying students who may be successful on AP Exams. These studies show that PSAT/NMSQT scores are stronger predictors of students' AP Exam grades than the more traditional signposts such as high school grades, grades in previous same-discipline course work, and the number of same-discipline courses a student has taken.

AP Potential should never be used to discourage a motivated student from registering for an AP course, since the AP Potential results only account for some of the factors that contribute to the students' exam results, and do not take into account the power of an individual student's motivation, parental support, and teacher efficacy.

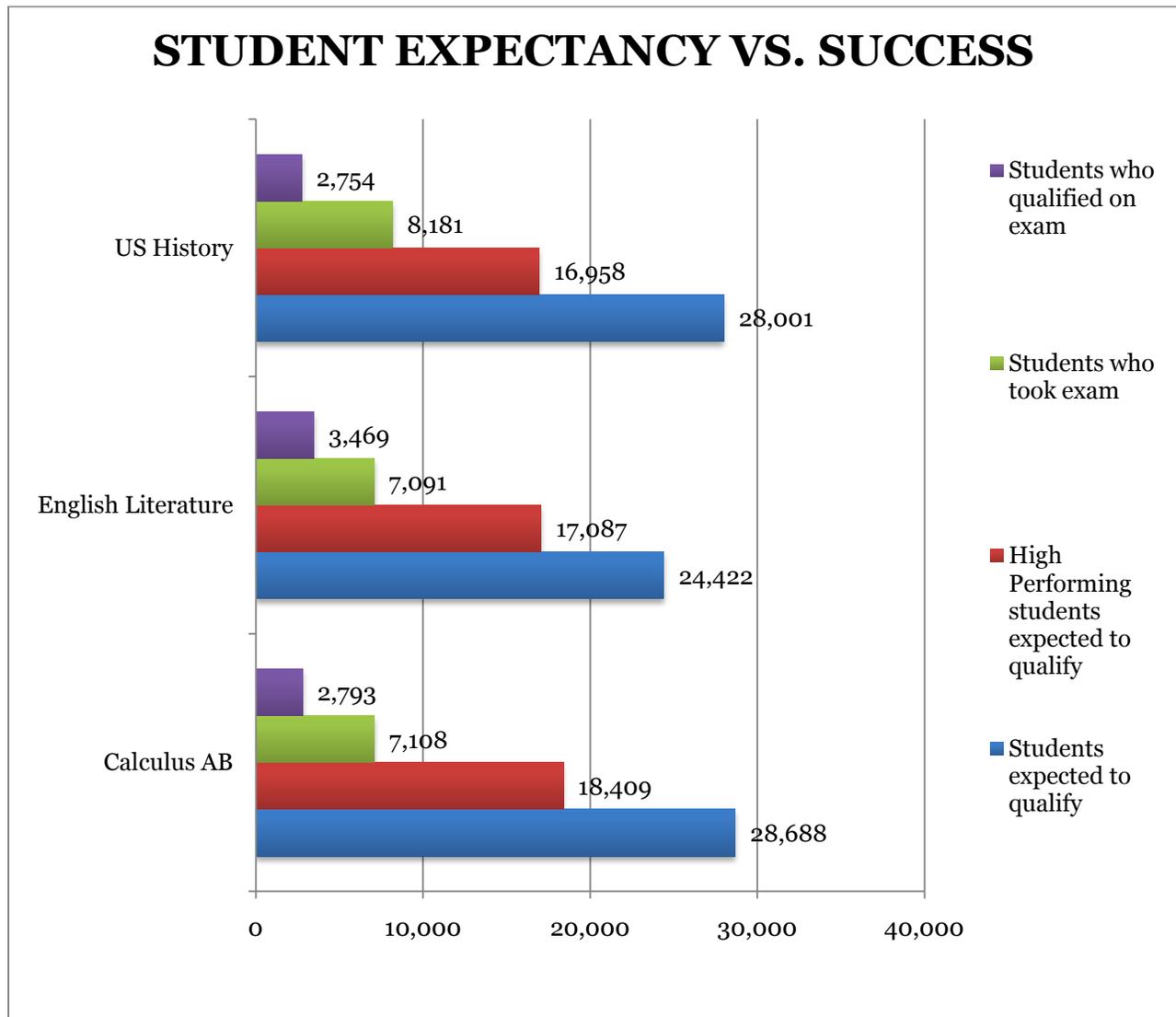
AP Potential Workshops have been offered for free to educators throughout Indiana. In the 2009-10 and 2010-11 school years 171 Educators (teachers, administrators and guidance personnel) from 128 high schools participated.

So far in 2011-12, 48 high schools have participated in this free workshop.

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<sup>3</sup> Source: The College Board

# Indiana Statewide Report on the Significant Gap between Potential and Success in Advanced Placement Courses



*The above reflects **Calculus AB, English Literature and US History** 2011 tests in correlation with expectancies generated by the 2010 PSAT test scores.*

(Calculus AB and English Literature exams are taken primarily by 12<sup>th</sup> graders; US History exam is primarily taken by 11<sup>th</sup> graders)

# INDIANA ADVANCED PLACEMENT POTENTIAL: *DATA EVIDENCE & IMPLICATIONS*

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## *The Data Shows:*

- (A) Indiana has the potential to increase the number of students passing AP Calculus by **927%**
- (B) Indiana has the potential to increase the number of students passing AP English Literature by **604%**
- (C) Indiana has the potential to increase the number of students passing AP United States History by **916%**

## *Policy Implications:*

If all secondary schools in Indiana utilized AP Potential and ushered in the identified number of students into the aforementioned three AP classes, and those AP classes were taught at the appropriate level of rigor, the state could expect an additional 72,095 exams passed (in the three described content areas). The growth would be significantly higher if all other subject areas were included in this analysis. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates passing an exam at some point during their high school career, then Indiana must:

- (1) Ensure that more students take the PSAT in both grades 10 and 11.
- (2) Ensure that all secondary schools utilize AP Potential.
- (3) Ensure that more students are encouraged to take AP courses that offer highly effective instruction.
- (4) Ensure that AP teachers have the professional development needed to help their students be successful in their classes and on the exams.

INDIANA DEPARTMENT OF EDUCATION  
ADVANCED PLACEMENT:  
***GOAL & ACTION PLAN***

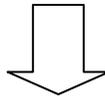
# INDIANA DEPARTMENT OF EDUCATION: *ADVANCED PLACEMENT PERFORMANCE GOAL*

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Research reveals that **participating** in AP coursework exposes students to the academic rigor necessary to succeed in college, and **qualifying** on an AP exam is a strong predictor of college performance and graduation. 14.0% of Indiana’s 2011 public school graduates earned a qualifying score on an AP exam over their high school career, ranking our state 26<sup>th</sup> in the nation:

## THE CHALLENGE

	<i>Percentage of 2011 public school graduates qualifying on an AP exam</i>	<i>National Rank</i>
Maryland	27.9%	1
Indiana	14.0% <sup>4</sup>	26



Indiana’s Goal	25.0%	6
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## THE SUCCESS FORMULA

The two necessary components for increasing the number of Hoosier graduates with AP success are: **Participation** and **Qualification**. In order for Indiana to become the top ranked AP state in the country, statewide:

- (1) **Participation** must increase from 30.6% to at least 40%, and
- (2) **Qualification** must increase from 44% to at least 60%

Top ranked states like Maryland have high **participation** rates in conjunction with high **qualifying** rates. States that address only one of these components have dramatically fewer graduates with AP success.

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<sup>4</sup> Data for this chart is based on College Board’s calculation of graduates.

# INDIANA DEPARTMENT OF EDUCATION: *ADVANCED PLACEMENT ACTION PLAN*

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## Action Plan/Benchmarks:

(A) 75% of 10<sup>th</sup> graders sign up for PSAT

(1) Result = 89% of all sophomores signed up for the PSAT; 77% of all 10<sup>th</sup> graders took the PSAT.

(B) 100% of schools learn how to utilize AP Potential through local workshops

Currently = 176/370 (48%)

(C) Coordinate the delivery of **AP courses online** for all Indiana students.

- 38 students within 5 school districts taking 9 different courses using Florida Virtual Online School (2011);
- 230 students taking AP courses using Indiana Online Academy (IOA). 15 AP courses offered;
- 146 students taking AP courses using Indiana University Online High School. Four AP courses offered.

(E) Creation of **AP Regional Cohorts** by content area. Use of AP Reader format to provide professional development to cohort members (summer 2012)

(F) Work with State **AP Advisory Council**. Council made up of 12 principals from highly successful AP schools. Principals share ideas on expansion of success.

(G) Recognition of top performing and top improving schools

(E) Professional Development – **1296** Indiana Educators have participated in various AP development opportunities:

- (1) Secured an additional 100 paid spots for a College Board workshop, November, 2011 with High Ability funds – 803 teachers attended
- (2) PreAP Topics Vertical Teaming Workshops
- (3) PreAP Cornerstone Workshops
- (4) PreAP Instructional Leadership Workshops
- (5) AP Potential and Summary of Answers and Skills workshops – 48 high schools (in 2012) – 7 team members each

(6) AP Readers: Currently 47 teachers in Indiana serve as AP Readers. This asks teachers to grade AP exams from around the country, while working with peers in content specific groups. Perhaps the best professional development!

#### **(F) Grants / Funding**

(1) Title II Learning Technology Grants

(2) Math Science Partnership Grant - **I.C. 20-36-3-8**

(3) Advanced Placement Incentive Program: March, 2011 - **I.C. 20-36-3-8**

(4) AP Fellows Grant

#### **(G) High School Accountability**

AP success is part of college readiness metric.

(H) **Instructional Reports** – AP Instructional Reports provide individual AP teachers with skills-based results from the most recent AP exam administration; informing teachers of instructional practices that may be enhanced to further student success. These are provided to teachers in July following exam administration in May. *A webinar on the use of these reports* is available to all Superintendents, Principals, AP Coordinators and Curriculum Directors.

(I) **Learning Connection** for best practices – “AP Teachers and Coordinators” community

(J) **HEA 1135**, passed March, 2010: A significant number of college credits will be awarded through the implementation of this law. This translates to major savings for Indiana students, and potentially higher 4-year graduation rates. There is real value given to AP exam scores of 3 or higher. All public colleges’ AP articulation are posted on [www.transferIN.net](http://www.transferIN.net)

(K) Although there is no researched link between AP Potential and Dual Credit, schools are encouraged to use the AP Potential report as a tool to identify students’ content strength for any advanced coursework.

(L) National Math and Science Initiatives AP-TIP i3 Grant coming to Indiana, 2012-2013!

## 2011 PSAT REPORT for 10<sup>th</sup> Grade

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In 2011: 65,867 out of 85,469 accredited public and private school 10<sup>th</sup> graders took the PSAT. Those numbers equate to 77% of that population in Indiana. (*Exams paid for by the State*)

(a) The data reflects a **12% growth** in PSAT test participation by the corresponding cohort since 2009

(b) The data reflects a **38% growth** in PSAT test participation by the corresponding cohort since 2008

In 2010: 65,145 out of 85,603 accredited public and private school 10<sup>th</sup> graders took the PSAT. Those numbers equate to 76% of that population in Indiana. (*Exams paid for by the State*)

In 2009: 57,608 out of 85,500 accredited public and private school 10<sup>th</sup> graders took the PSAT. Those numbers equate to 67% of that population in Indiana. (*Exams paid for by the State*)

In 2008: 41,857 out of 86,050 accredited public and private school 10<sup>th</sup> graders took the PSAT. Those numbers equate to 49% of that population in Indiana. (*Exams paid for by the State*)

### Summary Findings:

- (1) Indiana is ahead of the national trend that reports 55% of PSAT test takers are 10<sup>th</sup> grade or younger
  - (2) Indiana is becoming a national leader in 10<sup>th</sup> grade PSAT participation
  - (3) Wide-spread use of PSAT results for student placement in AP courses based on individual student potential can have significant impact on overall AP achievement.
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## PSAT and Younger Students<sup>5</sup>

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In 2011, 55 percent of the 3.4 million students who took the PSAT were sophomores or younger students. Schools that have opened up testing to these students have done so in order to give them:

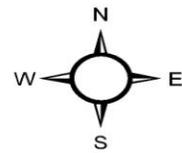
- **Personalized skills feedback:** The feedback students receive helps identify skill gaps and provides suggestions for closing them while there is still time for significant improvement.
- **Free access to My College QuickStart <[www.collegeboard.com/quickstart](http://www.collegeboard.com/quickstart)>:** This personalized college and career planning kit incorporates responses students provide when they take the test and presents personalized information back to them in four main parts: My Online Score Report, My SAT Study Plan, My College Matches, and My Major & Career Matches (also includes MyRoad™).
- **A head-start on the road to college:** The PSAT encourages students to start planning for college and introduces them to the types of skills they'll need to succeed.

Schools have also found that the PSAT reports they receive are more robust when all students in a given grade participate in PSAT:

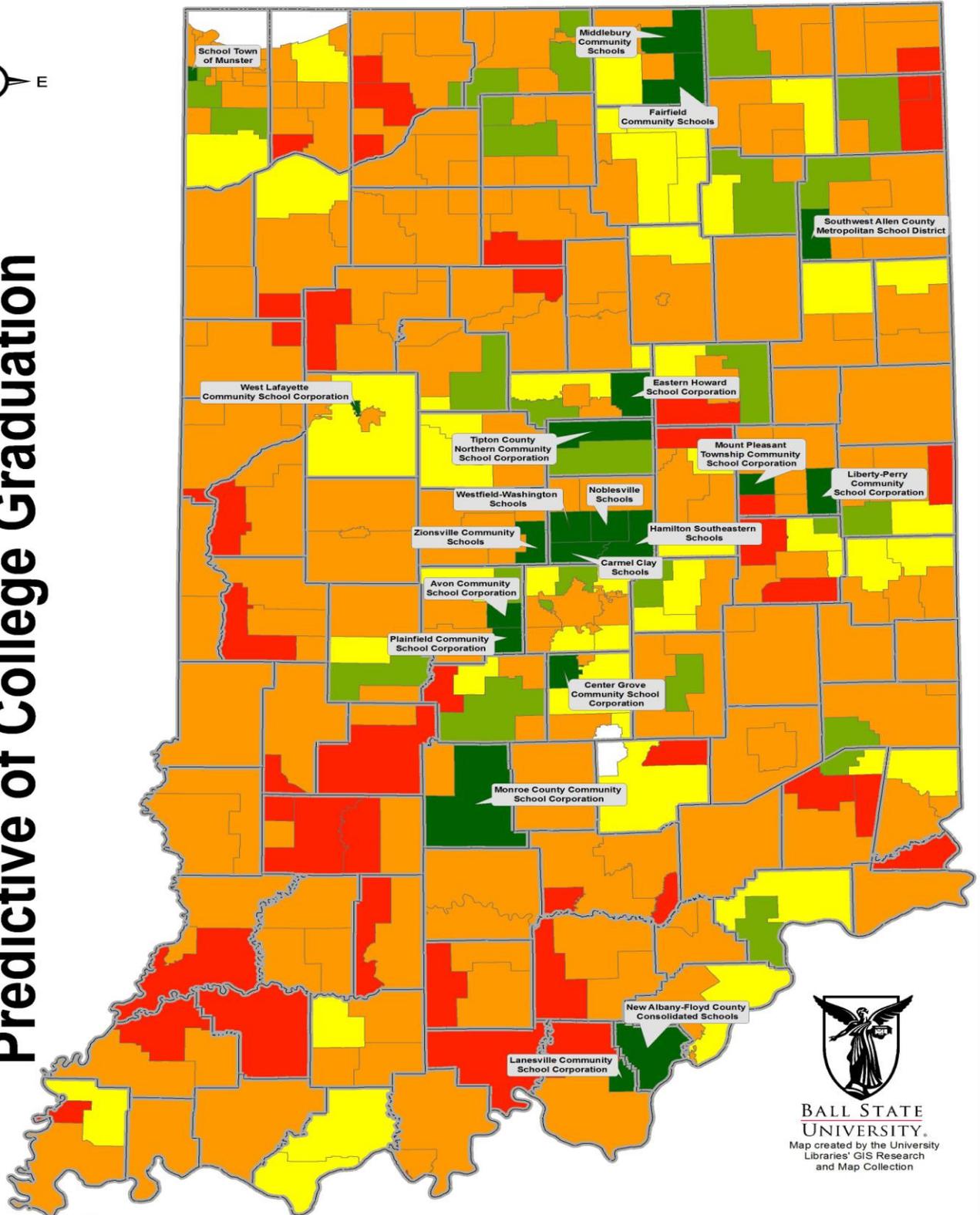
- **AP Potential™ <[www.collegeboard.com/appotential](http://www.collegeboard.com/appotential)>:** This online tool allows schools to identify additional students who may be ready for the challenge and rigor of AP courses, based upon PSAT scores.
- **SOAS <<http://reporting.collegeboard.com/rms/reportAccess.do?reportId=2>> (Summary of Answers and Skills):** This report uses aggregate data by grade level to identify specific academic skills that should be addressed in the classroom to prepare students for college success.”

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<sup>5</sup> The College Board : Advanced Placement Program,® AP,® Pre-AP,® AP Central,® Thinking Maps,® AP Vertical Teams,® SAT,® and PSAT/NMSQT® are either registered trademarks or trademarks of the College Board in the U.S.A. or other countries.



# 2011 Advanced Placement Performance Predictive of College Graduation



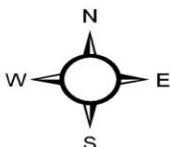
**BALL STATE UNIVERSITY**  
Map created by the University Libraries' GIS Research and Map Collection

## 2011 Data by Public School Corporation (Districts with more than one high school have that data combined)

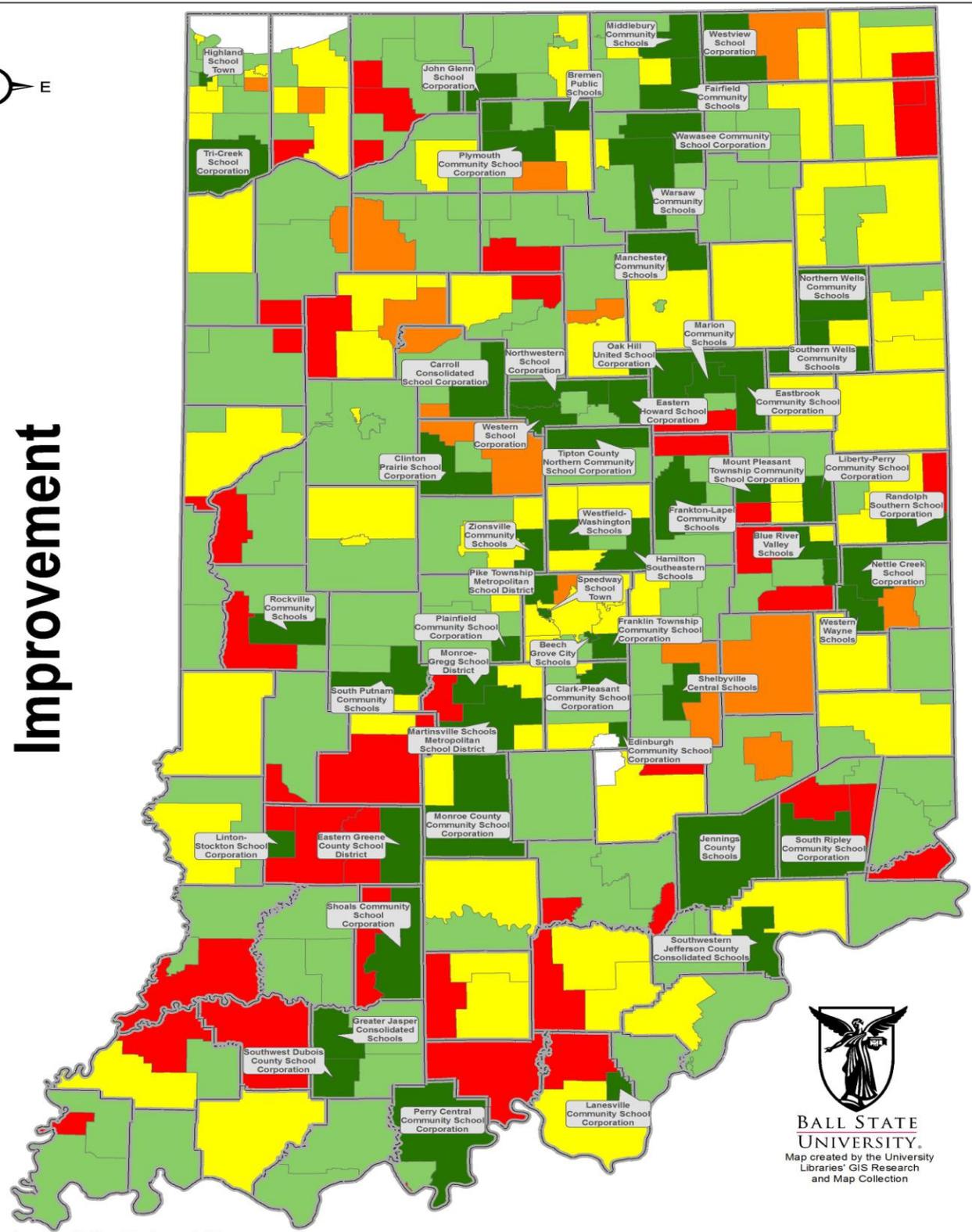
- No scores of 3, 4 or 5
- Below the 2011 Indiana Average of 14%
- Above the Indiana Average (14%) but Below National Average
- Above National Average (18.1%) but Below Indiana Goal of (25%)
- Meeting or Exceeding the Indiana Goal of 25% (Also includes Signature, IN Academy, Burris and Herron)

\* Data for this map is based on the percent of the 2011 Graduates with at least on AP Exam Score of 3, 4, or 5.

More information is available in the AP Report to the Nation at [www.collegeboard.org](http://www.collegeboard.org) and at the Indiana Department of Education at [www.doe.in.gov/achievement/individualized-learning/advanced-placement-program-ap-indiana](http://www.doe.in.gov/achievement/individualized-learning/advanced-placement-program-ap-indiana)



# 2011 Advanced Placement Improvement



**BALL STATE UNIVERSITY**  
 Map created by the University Libraries' GIS Research and Map Collection

### 2011 Data by Public School Corporation (Districts with more than one high school have that data combined)

- Districts having no scores of 3, 4, or 5
- AP Districts with a loss of more than 5%
- AP Districts with no change or a loss up to 4.5%
- AP Districts with gains between 0 and 4.5%
- AP Districts with gains of 5% or more

\* Data for this map is based on the percent of the 2011 Graduates with at least on AP Exam Score of 3, 4, or 5.

More information is available in the AP Report to the Nation at [www.collegeboard.org](http://www.collegeboard.org) and at the Indiana Department of Education at [www.doe.in.gov/achievement/individualized-learning/advanced-placement-program-ap-indiana](http://www.doe.in.gov/achievement/individualized-learning/advanced-placement-program-ap-indiana)

**Indiana Code 20-36-3-10** requires the following:

**ANNUAL ADVANCED PLACEMENT REPORT**

*The department shall prepare an annual report concerning the implementation of the program and shall submit the report to the board before December 1 of each year. The report must include the pertinent details of the program, including the following:*

- (1) The number of students participating in the program.*
- (2) The number of teachers attending a summer institute offered by the College Board.*
- (3) Recent trends in the field of advanced placement.*
- (4) The distribution of money under this program.*
- (5) Gender and minority participation.*
- (6) Other pertinent matters.*